

These notes are for:

- Primary to Secondary
- Middle Years

Key Learning Areas:

- English
- HSIE/SOSE
- History
- Art
- ICT

Example of:

- Picture Book
- Historical Document

Experience of:

- Cultural Diversity
- Heritage & History
- Beliefs & Religion
- Social & Cultural Perspectives

Values addressed:

- Understanding, Tolerance & Inclusion
- Respect
- Responsibility
- Care & Compassion

Themes:

- Human Rights
- Freedom
- Cultural Diversity
- Prejudice
- Laws & Government

*Notes may be downloaded and printed for regular classroom use only.

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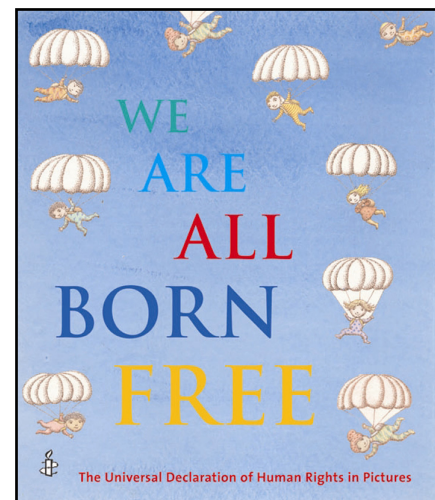
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We Are All Born Free - Overview

We Are All Born Free The Universal Declaration of Human Rights in Pictures

ISBN: 9781845076504
ARRP: \$34.95
NZRRP: \$37.99
No. of Pages: 64
October 2008



Outline:

The Universal Declaration of Human Rights was signed on 10th December 1948. It was compiled after World War Two to declare and protect the rights of all people from all countries. This beautiful collection, published 60 years on, celebrates each declaration with an illustration by an internationally-renowned artist.

Published in association with Amnesty International it also includes a foreword by David Tennant and John Boyne.

Contributing artists include Bob Graham, Frané Lessac, Axel Scheffler, Peter Sis, Satoshi Kitamura, Alan Lee, Polly Dunbar, Jackie Morris, Debi Gliori, Chris Riddell, Catherine and Laurence Anholt and many more!

Amnesty International is a worldwide movement of people who campaign for internationally recognised human rights and has a varied network of members and supporters around the world.

"Published 60 years after the original Universal Declaration of Human Rights was signed after the Second World War. This brilliant book contains a simplified text for younger readers and stunning illustrations from some of the world's most renowned illustrators. With books about children's rights increasingly demanded by schools, this book is needed in every classroom, and its beautiful presentation will lead to it being desired by every household." – Bookseller

How to use these notes:

This book works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly. Recommended websites within these notes may not have content that is age appropriate. Please use at your own discretion.

www.walkerbooks.com.au

What is the International Declaration of Human Rights?

- What is a right? As a class discuss the definition of this word. Decide on a definition that you think best represents your views and write it on a large piece of paper to keep on display in the classroom.
- Where did the Universal Declaration of Human Rights (UDHR) come from? When did it originate and why? Websites that can help you answer these questions include:
 - Office of the High Commissioner for Human Rights
www.ohchr.org
 - Amnesty International
www.amnesty.org
 - Human Rights and Equal Opportunity Commission
www.hreoc.gov.au
- *Please note some content on these websites may not be age appropriate. Please use at your own discretion.
- The version of the UDHR in *We Are All Born Free* is a simplified one. Find the original worded UDHR. How does this compare? Is it helpful to have both versions of the rights?
- What are some terms that describe what the UDHR is concerned with? E.g. freedom, prejudice, injustice. Create a word bank for these, including definitions.
- Create a word bank from the UDHR in *We Are All Born Free*. Which words are repeated? Which words are the most important/effective and why?
- Read *We Are All Born Free*. Why do some of the rights only apply to “grown-ups”? Why is it important to make this distinction?
- Research the reasons for the formation of the UDHR. What are some of the human rights abuses from WWII that may have prompted the formation of the UDHR?
- The poster at the end of these notes shows different translations of the book title. Try and identify the different languages of each book cover.
- Are there languages other than English that you or your classmates speak at home? Do you speak or learn any other languages? Survey class members to create a list of languages. Choose one of the Articles from the UDHR to translate into the listed languages. (This website lists translations of the UDHR: www.unhchr.ch/udhr).
- As a homework task write your own set of rights for your school. Think about what is important to you. Share the rights that you have written in the classroom. Do you have similar ideas to your classmates? As a class decide on one set of rights for your school or class.
- Write a newspaper report based on one of the human rights. Start your report by stating the Article and then continue with your thoughts, ideas or concerns about this issue. Try and find an image or a photo to support your writing.
- What do you think are the important human rights issues in Australia? What are some organisations that protect human rights?
- Some of the Articles stop you from doing something, some promote you doing something. Organise the Articles into these categories.

Identity

- Create a ‘diversity map’. Using a map of the world/globe, mark the different countries that students and/or their families are from.
- Collect pictures of people from magazines, newspapers or brochures. Try and collect as many as possible and pictures of people that are different ages and culturally diverse. Create a collage of these images on a circular piece of paper with the heading, ‘My World’.
- Research foods of different cultures and countries. Research important events in different cultures and countries. Research flags and symbols of different cultures and countries.
- Find something in your home that is made in or is from another country. It could be something brought back from a holiday, a product made in another country, food or a family heirloom. Research the country that your item is from including; population, neighbouring countries, predominant religion, flag, food, examples of native flora and fauna. Present your item and findings to the class.
- Write a poem that starts with the words “I am” or “I am like”. Continue the poem listing things that you think are important to your identity (the person you are). You can be literal or abstract. e.g.
 - I am Australian
 - I am half Italian
 - I am good at Maths
 - I am short
 - I am like a little bird

When asked to illustrate a page from “We Are All Born Free” Bob Graham says . . .

This was such an important and serious statement to illustrate (Article 12). I was worried, and I wondered, “how do my little people with their big noses and little black dots for eyes fit into all this?” And then it seemed to me that these characters are vulnerable – and that’s what I would illustrate.

The image I used was enlarged from a small picture in my book *How to Heal a Broken Wing* and I added a bird flying over the moon. For me, the picture can be seen two ways. Firstly, the owl is a bird of prey, flying at night with the shadow of its wings entering the boy’s room – and this can be seen as threatening. The owl seems to be almost entering the room with the movement of the curtains. But there is something else, the wings also seem to be wrapping around the boy in an enfolding, protective gesture.

This was not intentional, this happened as I made the picture. So is it threatening? Or is it protective? I had a little twinge of excitement at this visual ambivalence, and decided to leave the picture poised between the two things. It seemed somehow fitting. For me, sometimes the most interesting pictures happen with little accidents and when the reader has to do some of the work and decide for themselves.

When asked to illustrate a page from “We Are All Born Free” Frané Lessac says . . .

I was thrilled to be asked to be a part of this celebration of the Universal Declaration of Human Rights. It’s such an honour to be included among some of the world’s greatest children’s book illustrators.

Article 15: We all have the right to belong to a country.

My boat contains people willing to risk everything to find freedom. The boat is a modern day ark which carries hope for a new life in a welcoming country. Faced with starvation, drowning, frequent attacks by pirates and the biggest threat – lack of water. The refugees are jammed together so tight they can hardly breathe. The smallest waves can capsize the overcrowded boat. The experience is traumatising.

Overhead is a white dove, a symbol of peace and new beginnings. The dove carries an olive branch bringing hope that a welcoming country is not too far away.

✿ **For these activities you will need to match the artists with each article that they have illustrated. Use the illustrator list at the back of the book as a reference.**

- View the illustration by Niki Daly and read the article.

Choose one of the children depicted on this page and from their perspective write a dialogue of what he or she is doing and seeing.

There is a statue in the park. Who is this person? Why is he an important figure in human rights? Research other important human rights figures and create a character profile on one of them.

There is a flag depicted on a kite that is flying. Where is this flag from? Does this give you the setting of this picture?

The name of the park in this picture is ‘Freedom Park’. Is there a real place called Freedom Park? (Look at www.freedompark.co.za for more information). Why do you think the artist has chosen this image?

- Look at the illustration by Jan Spivey Gilchrist.

Why has the image of a blindfolded woman holding scales been used? Where does this image come from? Where else, in society, has this image been used?

- Look at the illustration by Bob Graham.

Read the comments from Bob Graham above. Do you think the image of the bird is threatening or protecting? Create a survey in the class and find the percentage of students that find the image threatening or find the image protective.

- Look at the illustration by Alan Lee.

An image of a large wall has been depicted in this illustration. What other significant walls in history have been built to keep people apart? E.g. The Berlin Wall, The Great Wall of China.

How is the image of the paper crane symbolic? Where has the image of the crane been used as an image of peace? For further reading try: *Sadako and the Thousand Paper Cranes*.

- View the illustration by Frané Lessac.

Read the comments from Frané Lessac above. She relates the boat to a ‘modern day ark’. What do you think this means? Why is this image appropriate for this article?

- View the illustration by Jessica Souhami.

What religions can you see depicted in this image?

Research symbols and how they are indicative of different religions.

- View the illustration by Axel Scheffler.

What do you think are some of the good things that science and learning bring?

Imagine a world without learning and science. List the things that we wouldn’t have, thinking of specific inventions and schools of thought.

Can you work out which language each of these covers comes from?

Can you design your own cover for *We Are All Born Free*?

WE ARE ALL BORN FREE: THE UNIVERSAL DECLARATION OF HUMAN RIGHTS IN PICTURES



Rights sold in 30 languages: Afrikaans, Arabic, Basque, Brazilian Portuguese, Castilian, Catalan, Chinese (traditional characters), Danish, Dutch, Estonian, Faroese, Finnish, French, German, Greek, Hebrew, Icelandic, Italian, Japanese, Korean, Norwegian, Portuguese, Serbian, Sesotho, Slovenian, Swedish, Tamil, Turkish, Xhosa, Zulu.

N.B. International editions of *We Are All Born Free* not available from Walker Books Australia.

Images supplied as a visual example only.